**Alaska Department Of Education & Early Development**
**Assessment & Accountability Unit**

# Practice Test

## Alternate Assessment - MATHEMATICS SCORING PROTOCOL

Student Name: _____

Student Grade: _____

Alaska State Student ID: _____

District Student ID (optional): _____

District Name: _____

School Name: _____

Teacher Name: _____

Qualified Assessor Name: _____

Date Test Completed:_____

# ALTERNATE ASSESSMENT - MATHEMATICS - GENERAL INSTRUCTION

**Mathematics Permissible Accommodations– Alaska Alternate Assessment**

Follow the directions detailed in the Scoring Protocol for each item. Text printed in **bold** in the Scoring Protocol should be read as written to the student. Assessors may repeat the student prompt if needed.

**Examples of Task Accommodation (Should be familiar to student, used in instruction):**

- Enlarging the pictures, letters, or numerals for a student with limited vision
- Providing colored pictures, providing real objects, including real money, from the classroom
- Permitting students who do not use expressive communication to point to the answer choice or place the answer card in the proper place (as in the sequencing tasks)
- Printing or handwriting the student answer choices on larger cardstock in an increased font size
- Touching each word or item as the Assessor reads the word out loud to the student
- Allowing use of computer to type answer, except in tasks requiring numeral formation (writing)
- Allowing use of adaptive writing utensil, pencil grip, communication board or other adaptive tools

**Examples of Task Modification:**

- Having students who are verbal participate in the pointing task as opposed to the naming task
- Naming the pictures (as a model) and having the student repeat what the Assessor says
- Substituting the task with numbers not on the original protocol
- Prompting the student with wording not consistent with the original bolded script
- Providing hints (like naming the number before or after)
- Guiding the student's hand in writing physically
- Using tracing lines
- Providing students with a smaller set of tasks

**Administration:** Make sure the Assessor:

- Places the proper series of cards one at a time in front of the student
- Removes cards already presented and places them face down, or masks items to limit distractions
- Allows student to make corrections, if the student requests
- Records each student response discreetly as it is provided
- Presents all cards in a task
- Maintains a neutral tone
- Prompts if there is a delay with no response

**Scoring:**

- In mathematics, transposed numbers (12 instead of 21) are scored as incorrect
- Reversed numbers (numerals written backward: Ɛ instead of 3) are scored as correct
- If a student writes an answer that does not align with the math problem, but does go with the question, score the answer as though it was written in line with the problem (e.g. when answers are crossed out and a new answer is written to the side)

# TASK 1.34: NUMERATION - ADMINISTRATION and SCORING

## Directions

### 1.34C - Count

Tell the student, **"Count to 5."** If they cannot use expressive communication (speech, sign language, or communication device), cut out the first column (only numbers 1 through 5) of flashcards located in the student materials. Place the five flashcards directly in front of the student, in the order of: 2, 4, 3, 1, 5. Say, **"Put these numbers in order as if you were counting to 5."** Record the student's response in the scoring box.

This item is scored for correct number sequencing where the student will receive one point for each sequence:

*Example:* ^1^2^3^4^5^ = 6 points
^1-3^4^5-2 = 3 points

## 1.34C - Count - Scoring

| Item | Answer | Student Response | Points |
|---|---|---|---|
| 1 | ^1^2^3^4^5^ | | /6 |

## Notes

# TASK 1.56: NUMERATION - ADMINISTRATION and SCORING

## Directions

### 1.56A - Read and Write Numbers

Present the student with the number cards located in the student materials one at a time. Choose whether assisted or unassisted is more appropriate for the student. Prompt the student to, **"Name each number as I show you the flashcard."** Hand the student a pencil. Point to the space next to the number and say, **"Copy each number in the space next to the number."** Prompt the student after a delay with no response. Record student responses and points in the scoring box.

Digits are scored for correct alignment within the ones, tens, and hundreds place value (ones are the furthest to the right, tens are one digit to the left of the ones, etc.). If the digits are written within the correct place value, then they are scored for the degree of correct formation.

| | | |
|---|---|---|
| Points: | Digits correct (correct alignment and correct readable digit) | =2 |
| | Digits partially correct (correct alignment and distorted but readable digit) | =1 |
| | Digits incorrect (incorrect alignment, illegible/incorrect digit) | =0 |

POINTING: If the student cannot respond using expressive communication (speech, sign language, or communication device), the question can be accommodated to ask the student to point to the correct answer. Ask the student to, **"Point to the number ____."** The student may receive full credit for pointing to the correct answer.

## 1.56A - Read and Write Numbers - Scoring

| Item | **Question** (Answer) | Student Response | Points |
|---|---|---|---|
| 1 | **ID number** (3) | | /1 |
| 2 | **ID number** (10) | | /1 |
| 3 | **Copy number** (10) | | /2 |
| 4 | **ID number** (23) | | /1 |
| 5 | **Copy number** (23) | | /2 |

## Notes

# TASK 1.56: NUMERATION - ADMINISTRATION and SCORING

## Directions

### 1.56B - Number Line, First and Last

Present the flashcards located in the student materials. Say,
Item 1: **"Here are many different numbers and a number line. Which number is first on the number line?"**
Item 2: **"Which number is second on the number line?"**
Item 3: **"Which number is last on the number line?"**
Locate the student materials for items 4-6. Present the student with the materials and say,
Item 4: **"Here are pictures of a whale, cat, dog, and bear. Which animal is first in this line of animals?"**
Item 5: **"Which animal is last in the line?"**
Item 6: **"Here are pictures of a flower, a basketball, scissors, and a car. Which one of these is last in the line?"**
Record the student's responses in the scoring box.

Points for naming or pointing:

| | |
|---|---|
| Correct response | =1 |
| Incorrect or incomplete response | =0 |

POINTING: If the student cannot respond using expressive communication (speech, sign language, or communication device), the question can be accommodated to ask the student to point to the correct answer. Present the student materials and ask the student to, **"Point to the number that is first on the number line."** The student may receive full credit for pointing to the correct answer on the number line, or pointing to the correct object.

## 1.56B - Number Line, First and Last - Scoring

| Item | **Question** (Answer) | Student Response | Points |
|---|---|---|---|
| 1 | **First Number on line?** (11) | | /1 |
| 2 | **Second number on line?** (12) | | /1 |
| 3 | **Last number on line?** (21) | | /1 |
| 4 | **First animal in line?** (whale) | | /1 |
| 5 | **Last animal in line?** (bear) | | /1 |
| 6 | **Last object in line?** (car) | | /1 |

## Notes

# TASK 3.56: FUNCTIONS AND RELATIONSHIPS - ADMINISTRATION and SCORING

## Directions

### 3.56 - Reproduce Simple Patterns

Cut out the flashcard strips located in the student materials (alternatively, you may present each item to the student by covering all other items). Present the student with the simple pattern and corresponding flashcards. Say to the student, **"Here is a pattern,"** pointing to the pattern. Then say, **"Finish this pattern,"** indicating the flashcards. The student may either choose to write in the correct answer or simply point to the correct response. Prompt after a delay with no response. Record the student's responses in the scoring box.

*Scoring:* The student may receive one point for each correct component in the sequence.

POINTING: If the student cannot respond using expressive communication (speech, sign language, or communication device), the question can be accommodated by asking the student to point to the correct answer. Make sure the flashcards are cut so that each item also contains 3 response options and ask the student to, **"Point to the object that comes next in the pattern."** If the student only picks one answer option, ask again **"Point to the object that comes next,"** so that the student continues the pattern filling in all missing components. The student may receive full credit for pointing to the correct answer option.

## 3.56 - Reproduce Simple Patterns - Scoring

| Item | Problem | Student Response | Points |
|---|---|---|---|
| 1 | ○ ☆ ○ ☆ ___ ___ | | /2 |
| 2 | ○ ☆ ☆ ○ ___ ___ | | /2 |
| 3 | △ ☆ △ ☆ ___ ___ | | /2 |
| 4 | 2 3 2 3 ___ ___ | | /2 |
| 5 | 1 4 1 4 ___ ___ | | /2 |
| 6 | 0 5 0 5 ___ ___ | | /2 |
| 7 | 6 7 8 6 ___ ___ ___ | | /3 |

## Notes

# TASK 6.56: GEOMETRY - ADMINISTRATION and SCORING

## Directions

### 6.56B - Same or Different (Shapes)

Cut out the flashcards located in the student materials. Present the student with the single shape. Place the two other shapes on the table and ask the student to identify which shapes are the same and which are different. Present the student with the first strip and ask the student,

Item 1: **"Which is different?"** Present the student with the second strip and ask,
Item 2: **"Which is the same?"** Present the student with the third strip and ask,
Item 3: **"Which is different?"**

Repeat the question if needed. The student may either respond verbally with the name of the different shape, or point to the correct answer. Prompt the student after delay with no response. Record student response in the scoring box.

| | | |
|---|---|---|
| Points for naming: | Correct shape | =1 |
| | Incorrect shape | =0 |

## 6.56B - Same or Different (Shapes) - Scoring

| Item | **Question** (Answer) | Student Response | Points |
|---|---|---|---|
| 1 | **Which is different?** (triangle) | | /1 |
| 2 | **Which is the same?** (triangle) | | /1 |
| 3 | **Which is different?** (rectangle) | | /1 |

## Notes

# TASK 1.78: NUMERATION - ADMINISTRATION and SCORING

## Directions

### 1.78C - Identify Fractions

Present the student with the appropriate materials. Say, **"I am going to ask you some questions about these shapes."**

Item 1: **"Point to the shape that is 1/2 shaded."**
Item 2: **"Point to the shape that is 3/4 shaded."**

Prompt the student after a delay with no response. Record student responses in the scoring box.

## 1.78C - Identify Fractions - Scoring

| Item | Prompt | Student Response | Points |
|---|---|---|---|
| 1 | **Half** | | /1 |
| 2 | **Three fourths** | | /1 |

## Notes

# TASK 2.78: ESTIMATION AND COMPUTATION - ADMINISTRATION and SCORING

## Directions

### 2.78 - Double-Digit Addition and Subtraction

Present the student with the addition worksheet located in the student materials. Say, **"There are some problems on this worksheet. Try to do each problem. If you don't know the answer to a problem, skip it and go to the next problem. Do you have any questions?** (Hand the student a pencil) **Begin."** Prompt the student after a delay with no response. Score for correct digits. Record the student's points in the scoring box.

*Scoring:* Digit in correct place =1
Incorrect digit =0

NOTE: If necessary, the font may be changed or the problems may be handwritten as an accommodation for this task.

## 2.78 - Double Digit Addition and Subtraction - Scoring

| Item | Problem | Student Response | Points |
|---|---|---|---|
| 1 | 5 +9 = 14 | | /2 |
| 2 | 10 + 4 = 14 | | /2 |
| 3 | 14 + 3 = 17 | | /2 |
| 4 | 6 +8 = 14 | | /2 |
| 5 | 13 +15 = 28 | | /2 |
| 6 | 53 - 1 = 52 | | /2 |
| 7 | 38 - 7 = 31 | | /2 |

## Notes

# TASK 4.78: STATISTICS AND PROBABILITY - ADMINISTRATION

## Directions

### 4.78 - Read Simple Graphs

Cut out the monkey and tiger bars located in the student materials. Present the student with the simple graph located in the student materials and the separate bars for monkey and tiger. Begin with, **"Here is a graph about students' favorite African animals. I'm going to ask you some questions about this graph."**

Item 1: **"Which side of the graph represents the number of students?"** (Wait for response)
Item 2: **"Which side of the graph represents animals?"**

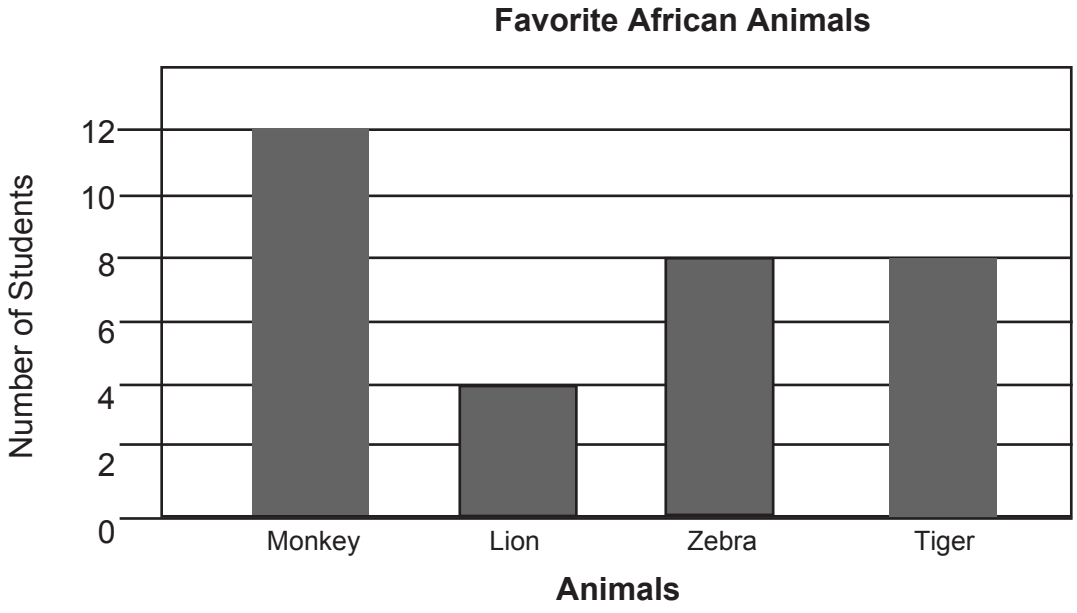
Next, point to the two bars from page 11 and ask,

Item 3: **"Which colum is the monkey column?"**
Item 4: **"Place the monkey column on the graph in the correct place."**
Item 5: **"Which column is the tiger column?"**
Item 6: **"Place the tiger column on the graph in the correct place."**

Say, **"Now that we have made our graph, I'm going to ask you some questions."** If the student has incorrectly placed the bars, correct the graph and continue with the questions.

Item 7: **"What animal is the favorite African animal?"** (Wait for response) "**How many students like that animal?"**
Item 8: **"Which is the least favorite African animal?"** (Wait for response) **"How many students like that animal?"**
Item 9: **"Students like two animals equally (the same amount). What are those two animals?"**
Item 10: **"How many more students like zebras than lions?"**

| *Scoring:* | | |
|---|---|---|
| | Both correct answers | =2 |
| | One correct answer | =1 |
| | Incorrect response | =0 |



# TASK 4.78: STATISTICS AND PROBABILITY - SCORING

| 4.78 - Read Simple Graphs - Scoring | | | | Notes |
|---|---|---|---|---|
| Item | **Question** (Answer) | Student Response | Points | |
| 1 | **ID # of students side** | | /1 | |
| 2 | **ID animals side** | | /1 | |
| 3 | **ID monkey column** | | /1 | |
| 4 | **Placement of monkey column** | | /1 | |
| 5 | **ID tiger column** | | /1 | |
| 6 | **Placement of tiger column** | | /1 | |
| 7 | **What animal is the favorite animal? How many students like it?** (monkey; 12) | | /2 | |
| 8 | **Which is the least favorite animal? How many students like it?** (lion; 4) | | /2 | |
| 9 | **Students like two animals equally. What are those two animals?** (zebra and tiger) | | /2 | |
| 10 | **How many more zebras than lions?** (4) | | /2 | |

Notes/Comments:

# TASK 5.78: MEASUREMENT - ADMINISTRATION and SCORING

## Directions

### 5.78B - Count Money

Locate the coin flashcards in the student materials. Show the student the first card and say. **"Add these coins together."** Repeat with the second card.

*Scoring:* The student may receive partial credit for identifying the value of or adding a combination of the coins without giving the correct response. The student receives one point for each combination of correctly counted coins.

Example: Penny + Penny

| | |
|---|---|
| Full Credit Response: 2 cents | = 2 points |
| Partial Credit Responses: 1 cent | = 1 point |
| Completely incorrect response | = 0 points |

| 5.78B - Count Money - Scoring | | | | Notes |
|---|---|---|---|---|
| Item | **Coins** (Answer) | Student Response | Points | |
| 1 | **penny + penny** (2¢) | | /2 | |
| 2 | **quarter + quarter** (50¢) | | /2 | |

### 5.78C - Identify Money *

Show the student the flashcards with bills located in the student materials. Present the items in the order presented in the scoring box. When presenting the test item, point to the target bill and cover the remaining three with your hand. Ask, **"What is the name of this bill?"** Continue presenting bills in the order shown in the scoring box.

POINTING:
If the student cannot name the money using expressive communication (speech, sign language, or communication device), place the flashcard of the bills face up on the table. Say, **"Point to the bill as I say its name. Point to the one dollar bill."** Wait for a response. Continue naming bills in the order listed in the scoring box. Prompt after a delay with no response.

| | | |
|---|---|---|
| Points for naming: | Correctly named bill | =1 |
| | Incorrect response | =0 |

*NOTE: **PLEASE USE COLOR MATERIALS OR REAL MONEY WHEN POSSIBLE.**

| 5.78C - Identify Money - Scoring | | | | Notes |
|---|---|---|---|---|
| Item | Coin/Bill | Student Response | Points | |
| 1 | $1 | | /1 | |
| 2 | $5 | | /1 | |
| 3 | $10 | | /1 | |
| 4 | $20 | | /1 | |

# TASK 6.78: GEOMETRY - ADMINISTRATION and SCORING

## Directions

### 6.78B - Match Shapes

Present the student with the shapes grid located in the student materials. Ask the student to match the like shapes. Say **"Which shape is like this one?"** and point to the first shape. The student may respond verbally or by pointing to the correct shape. Continue prompting in the order listed in the scoring box.

*Examples:*

*Scoring:*

Correct Response = 1 point
Incorrect Response = 0 points

## 6.78B - Match Shapes - Scoring

## Notes

| | Shapes | Student Response | Points |
|---|---|---|---|
| 1 | **Matching Hexagons** | | /1 |
| 2 | **Matching Squares** | | /1 |
| 3 | **Matching Ovals** | | /1 |

# TASK 6.78: GEOMETRY - ADMINISTRATION and SCORING

## Directions

### 6.78C - Identify Perimeter

—— = 1 line segment

Present the student with the star located in the student materials. Point to the perimeter of the star and say to the student, **"This is the perimeter of this star."** Point to the line segment at the top of the student materials and say, **"If this equals 1, what is the perimeter of this star?"**

*Scoring:* The student may receive partial credit for correctly counting any number of the sides of the star.

| *Response* | *Points* |
|---|---|
| 1-3 | 1 |
| 4-6 | 2 |
| 7-8 | 3 |
| 9-10 | 4 |

*Any other number = 0 points

## 6.78C - Identify Perimeter - Scoring

## Notes

| Item | **Question** / Answer | Student Response | Points |
|---|---|---|---|
| 1 | **Perimeter of star**<br>Counting of all sides (10) | | /4 |

# NUMERATION - ADMINISTRATION and SCORING

PRACTICE TEST

## Directions

### 1.910A - Identify Place Value

First, cut out the flashcards located in the student materials. Present the number cards one at a time. Say,
Item 1: **"Which number is in the hundreds' place?"** (402) Continue prompting in the order listed below. Prompt the student after a delay with no response, record responses in the scoring box.
Item 2: **"Which number is in the hundreds' place?"** (315)
Item 3: **"Which number is in the hundreds' place?"** (567)
Item 4: **"Which number is in the hundreds' place?"** (200)
Item 5: **"Which number is in the hundreds' place?"** (780)

*Scoring:*

Correct response =1
Incorrect response =0

POINTING: If the student cannot respond using expressive communication (speech, sign language, or communication device), the question can be accommodated to ask the student to point to the correct answer. For example, ask the student, **"Point to the number that is in the hundreds place."** The student may receive full credit for pointing to the correct answer option.

| 1.910A - Identify Place Value - Scoring | | | | Notes |
|---|---|---|---|---|
| Item | Number (Answer) | Student Response | Points | |
| 1 | **402** (4) | | /1 | |
| 2 | **315** (3) | | /1 | |
| 3 | **567** (5) | | /1 | |
| 4 | **200** (2) | | /1 | |
| 5 | **780** (7) | | /1 | |

# TASK 5.910: MEASUREMENT - ADMINISTRATION and SCORING

## Directions

### 5.910A - Identify Units of Measurement

Present the student with the materials located in the student materials. Say while pointing to the calendar, "**Here is a calendar."** Ask the student:

Item 1: "**Point to or say what month is on this calendar."**
Item 2: "**How many days are on this calendar?"**
Item 3: **"What day of the week is the 12th?"**

Present the student with the materials located in the student materials. Tell the student,

Item 4: **"Here is a picture of seven lines. Which line is longer than line C?"**
Item 5: **"Which line is shorter than line A?"**
Item 6: **"Which line is the longest line?"**

The student may either verbally respond or point to the correct lines. Repeat the question if needed. Prompt the student after a delay with no response. Record the student response in the scoring box.

Next, present the student with the materials located in the student materials. Point to each of the clocks as you read to the student, **"Here are three clocks, 1, 2, and 3. Clock 1 shows 10:00 p.m. Clock 2 shows 12:00 noon. And clock 3 shows 7:00 a.m."** Ask the student:

Item 7: **"Which clock shows the time of day you would eat lunch?"**
Item 8: **"Which clock shows the time of day you would get up for school in the morning?"**
Item 9: **"Which clock shows the time of day you would go to bed on a school night?"**

All items are scored for correct or incorrect responses, no partial credit is given.

## 5.910A - Identify Units of Measurement - Scoring

| | **Question** (Answer) | Student Response | Points |
|---|---|---|---|
| 1 | **What month on calendar?** (July) | | /1 |
| 2 | **Days on calendar?** (31) | | /1 |
| 3 | **Day of week is the 12?** (Wednesday) | | /1 |
| 4 | **Line longer than line C?** (line G) | | /1 |
| 5 | **Line shorter than line A?** (line D) | | /1 |
| 6 | **Which line is longest?** (line G) | | /1 |
| 7 | **Time to eat lunch?** (2) | | /1 |
| 8 | **Get up for school?** (3) | | /1 |
| 9 | **Time to go to bed?** (1) | | /1 |

## Notes